

Inspection report for early years provision

Unique reference number	EY402663
Inspection date	15/11/2010
Inspector	Teresa Taylor
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 2010 and started childminding in late September. She lives with her family in Smethwick in the West Midlands. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden available for outside play. The childminder is registered to care for a maximum of six children at any one time, of whom three may be in the early years age group when working alone and six children may be in the early years age group when working with an assistant. The childminder is currently caring for one child in the early years age group. The childminder is also registered on the compulsory part of the Childcare Register. Children can be taken to and collected from local pre-school groups and nurseries. The family has no pets. The childminder is able to support children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and feel safe and supported by the childminder. They are provided with a suitable range of play activities. The childminder has an appropriate understanding of the Early Years Foundation Stage and encourages parents to be fully involved in all aspects of their child's care and learning. Written policies and procedures underpin the childminder's practice, however, risk assessments need to make specific reference, particularly the fireplace. There are suitable partnerships with parents and the nursery class children attend. The childminder has the capacity for continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the risk assessment covers anything a child may come into contact with, with specific reference to the fireplace (Suitable premises, environment and equipment) (also applies to the compulsory and voluntary parts of the Childcare Register).
- 06/12/2010

To further improve the early years provision the registered person should:

- provide more resources to help children become aware of, explore and question differences in gender, ethnicity, language, religion, culture, special educational needs and disability issues
- ensure regular evacuation drills are carried out and details recorded of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder is appropriately informed about procedures to keep children safe including the requirements of the Local Safeguarding Children Board. Written policies, procedures and documentation for the effective and safe running of the setting are well organised and mostly effectively implemented. Parents are given all policies and procedures, and sign to say they accept and understand them. The indoor and outdoor environments are subjected to risk assessments to ensure any potential hazards to children are minimised, however the fireplace is not protected which puts children at possible risk. Emergency evacuations also need to be carried out regularly, showing details of any problems and outcomes. A regular checking and cleaning schedule ensures children are kept mostly safe and the risk of cross-infection is minimised. The childminder has considered the future of her setting and has identified areas for improvement. These include undertaking further training on the Early Years Foundation Stage to improve outcomes for children and promote their learning, to complete safeguarding training, and equal opportunities training specifically about racism. The childminder is committed to continuous improvement. She is proactive in obtaining the opinions of both parents and children and reflects on her practice to ensure appropriate care and learning opportunities are provided. Parents have access to daily discussions and the childminder is currently developing her systems to record starting points, observations, assessments and individual children's learning journeys. This ensures an accurate picture of each child's development and progress are easy to check on. Parents are welcome at any time to discuss children's progress or changing needs. They are encouraged to be involved in all aspects of their child's care and learning. The childminder has appropriate relationships with the nursery some children attend and has clear agreements with the nursery and parents regarding the exchange of information. The childminder promotes the uniqueness and individuality of each child. She provides age-appropriate activities and resources to ensure all children can participate in all play opportunities regardless of gender, background, ability or disability. The childminder promotes all areas of equal opportunities and inclusion but provides few resources to support children's independent learning. The childminder encourages children to be proactive in their own learning and she encourages exploration and supports children to extend activities. All children and families are valued and respected.

The quality and standards of the early years provision and outcomes for children

Children have access to a range of enjoyable and interesting activities. They are settled in the childminder's care and are given a good level of support that encourages their participation and enjoyment of all activities. Basic planning ensures children are provided with a range of learning experiences which usually keep them involved and eager to learn. Verbal information is obtained about children's starting points and developing observations and assessments ensure all aspects of individual needs are met appropriately. Children are usually confident when exploring the environment both indoors and out. They are encouraged to

play an active role in their own learning, make choices, decisions and extend activities, with the childminder providing support as appropriate. The range of activities provided to help children to understand the wider world are currently limited. They do discuss other cultures and some festivals, however, resources to support their learning regarding the wider aspects of equality and diversity restrict their overall learning. Children freely express their feelings, ask for attention and are learning to share both resources and the childminder's time. Children are beginning to understand why they need to take turns. The childminder promotes communication skills and this enables children to develop skills for their future. Children make progress in their communication, language, problem-solving and number skills as they enjoy a range of experiences. For example, they learn how to follow a recipe when cooking, add and subtract numbers when using a magnetic board, count the steps up to the slide and the labelling on the storage boxes enables children to relate the written word to specific items. The childminder ensures children's favourite activities are included on her planning. For example, there is a good range of musical activities including dancing. Children have access to a suitable range of painting, writing and drawing activities. Planning is linked loosely to the six areas of learning which ensures children have the opportunity to experience activities appropriate to their ability. Children have a clear sense of belonging in the security of the childminder's home. They show they feel safe and are confident as they access resources independently. There is clear affection between the children and childminder. Children show their understanding of keeping themselves safe through their appropriate behaviour and listening, and responding to the childminder's requests. Children are provided with opportunities to understand about a healthy lifestyle. They are encouraged to try different fruits and vegetables and are given explanations about how exercise affects their body and helps them grow. They have several posters to refer to regarding healthy eating and the parts of their body. Children have access to a range of outdoor play resources both at home and in the park. Children's general good health is promoted as the childminder supports children's understanding of why they wash their hands and blow their noses, and she ensures her home is clean and provides individual towels to prevent any cross-infection.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 06/12/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 06/12/2010